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SUMMER, 1954



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Tommie Dora Barker: A Tribute

By LUCILLE NIX and FANNIE HINTON

Miss Tommie Dora Barker the well-known and greatly beloved Director of the Division of Librarianship at Emory University, has announced her retirement in the summer of 1954. Her career as a librarian and educator has been one of unselfish dedication to her profession. Her keen intellect, breadth of vision, love of humanity, and sound judgment have made of Miss Barker an invaluable counselor and friend to students, librarians, educators, library trustees and others concerned with library development. Not only in her native state of Georgia but throughout the Southeast and the nation as well, professional people and friends of libraries have looked to Miss Barker for advice and leadership.

Miss Barker has a distinguished record in the field of librarianship, and in the field of education for that profession. In 1930, six years before she became officially connected with that institution, Emory University gave her the honorary degree of Doctor of Letters, the first and only honorary degree it has ever given to a woman. In conferring the degree, which the late President Cox said was bestowed for her service to her City, her State, and the South, he described Miss Barker as a "student of the cultural needs of the public, pioneer in library organization in the South, leader in the development of professional training for librarians." This description, appropriate at the time, is even more applicable now, after nearly twenty-five years in which Miss Barker's contribution to the library

profession in the South has been more and more recognized and her influence and leadership have been increasingly far-reaching.

From 1915 to 1930 Miss Barker was Librarian of the Carnegie Library of Atlanta (now Atlanta Public Library) and Director of the Library School, which, since its inception, had been connected with the Carnegie Library of Atlanta. She served in these two capacities with outstanding success: her administrative ability, her wide knowledge of library techniques and professional training methods, and her keen interest in all cultural and social developments made her eminently fitted for her dual position. The Library expanded under her leadership: her sound and enlightened program for library service maintained for the Atlanta library its position of leadership in the South and set patterns for her librarian successors to follow. At the same time, the Library School was also growing steadily, keeping pace with new standards as they were developed and introducing new courses and new techniques to meet the need for them.

When education for librarianship showed a trend toward connection with a degree-giving institution, the Library School, largely through Miss Barker's efforts, was affiliated with Emory in 1925; and in 1930 the administration and control were transferred to that University, with its removal to the Emory campus. Because of the record that the School had made under Miss Barker's administration, the Carnegie Corporation

continued its appropriation to the Library School, and for some years the School was financed jointly by the Carnegie Corporation, the Rosenwald Fund, and Emory University.

Miss Barker resigned from the Carnegie Library of Atlanta in 1930, to become the American Library Association's Regional Field Agent for the South. This appointment was made under a special grant of the Carnegie Corporation, its object being a study of library conditions and needs in the South, with recommendations to be made for library development in this region. The selection of Miss Barker for this honor was due to her unsurpassed knowledge of the problems of the area, and to the confidence librarians throughout the South had in her. Miss Barker achieved the purpose of the grant brilliantly, her efforts serving as a unifying and encouraging force which gave great impetus to public library development in the Southeast. Her 215-page book, *Libraries of the South: a Report on Developments, 1930-1935*, was a stimulating account of the results of her work.

In 1936, at the close of the American Library Association's grant, Miss Barker was appointed Dean of the Emory University Library School, an appointment fitting and appropriate in every way, and a position she has held with notable success. In 1939, recognizing the need for offering library training to many who could not take the course during the usual school year, she developed a plan whereby a degree in Library Science could be obtained largely in the Emory Summer School. The School now is in session during the four quarters of the academic year. In 1940, due for the most part to Miss Barker's efforts, the University received a grant of \$100,000 from the Carnegie

Corporation of New York, toward a permanent endowment for the Library School.

In 1948 a major change in the pattern of education for librarianship was made at Emory in line with developing trends in the field, when the Library School became the Division of Librarianship of the Graduate School and the courses offered led to a Master's degree instead of the second Bachelor's degree which had been conferred by the Library School. Dean Barker then became Director of the Division of Librarianship, which position and title she still holds.

Miss Barker's influence in the field of library education and her contribution to the profession have been incalculable. The Library School has always had an enviable reputation, and for more than thirty years of its existence Miss Barker has been at the helm. Graduates under her administration have gone out to take responsible and important library positions in Georgia, the South, and even farther afield: librarians of public libraries in large cities, college and university librarians (Georgia Tech and the University of Georgia, among others), state, law, and medical librarians, and many others, are all represented in the roster of graduates. And to quote from an Emory publication, "Such has been the demand for its graduates that in recent years there have been twenty positions open to each graduate." This surely speaks tellingly for the soundness and thoroughness of the library education program under Miss Barker's able leadership.

Miss Barker has been active in many library organizations. She is a member of the American Library Association, was elected to its Council for 1923-1928 and again, 1937-1942; was

a member of the Library Extension Board, 1940-1943; was a Director of the Library Education Division, 1950-1953; and Chairman of the A.L.A. Membership Committee for a three-year term. She was a leading member of the Georgia Library Commission from 1915 until it merged with the State Department of Education in 1937; was a member from its beginning until 1949 of the Georgia State Board for Certification of Librarians, and Chairman of the Board from 1938 to 1949. She was one of the founders and organizers of the Southeastern Library Association and was President 1926-1928; she is a member of the Georgia Library Association (President, 1920-1921); and a member of the Association of American Library Schools, of which she was President, 1939-1940.

As Chairman of the Legislative Committee of the Georgia Library Association, Miss Barker has demonstrated over a period of years her knowledge of and skill in the political process as related to library legislation. She has worked effectively with governors, legislators and other officials in securing passage of library laws and obtaining state funds for school and public library service establishment and improvement. She has continuously served on committees to evaluate the state aid program and to make plans for the expansion and enrichment of the state's contribution to library service. Much of Georgia's successful achievements in school, county and regional library development can be credited to the wise counsel of Miss Barker.

Miss Barker is a well-rounded person with many and varied interests. The demand on her time and energies by her profession have in no way limited her enjoyment of other cultural pursuits. Her broad knowledge and understanding of local, national and world affairs as well as her pleasure in the arts and the newer media of communication are indications of the many areas in which her interests lie. Her wonderful sense of humor and insatiable curiosity about new places, new foods and new things make her a delightful companion and a friend to be treasured. No one has a greater enjoyment of home life and the fun of everyday living, working and planning with her family and friends than she.

Entering the field of library service in 1909, Miss Barker has for more than forty years contributed with undiminished zeal to the development of libraries and to training librarians for effective service. Her many devoted friends find it difficult to realize that the time for Miss Barker's retirement from library employment has arrived. They know, however, that her youthful and optimistic outlook on life and her keen interest and untiring energies insure her continued activity and concern for an enlightened people through good library service. She is not the "rocking chair" type of person and will be available and ready for action when her services are needed by those who turn to her for help and guidance. All join in wishing for her many years of happiness and enjoyment in her new role as "private citizen" Barker.

Evalene Parsons Jackson, New Director of Emory Division of Librarianship

By TOMMIE DORA BARKER

When Evalene Parsons Jackson becomes director of the Division of Librarianship of Emory University on September 1, 1954, she will probably be one of the most reluctant administrators who ever assumed such a role. Teaching, program and curriculum planning, having always been her major interests, it was only after receiving assurance that these aspects of the business of educating librarians could still have priority on her time that she was reconciled to assuming the chairmanship of the department. That she will continue to teach many of her wonted courses will be welcome news to her former students, for they would covet for future students the exhilarating experience of participating in her classes and sharing in the stimulating give and take of discussion under the skillful guidance of her far-ranging and incisive mind. If participation is an exhilarating experience so also is the auditing of her formal lectures, to which she brings a remarkable fluency of expression and an equally remarkable inclusiveness of knowledge, while implicit in both discussion and lecture are her broad human sympathies and interests and her pervasive wit and humor.

Miss Jackson has some strong convictions about the education of librarians. While she does not minimize the importance of the "how" in the student's education she is more concerned with the "why" and the "what" of librarianship. She encourages a healthy suspicion of the

current shibboleths of the profession and fosters in students a questioning attitude toward all assumptions and accepted principles to the end that they may become competent practitioners in a profession whose members must constantly revise old principles and test new theories in order to make its services responsive to the changing needs of the society which it serves. She also has strong convictions on the role of the library in a democratic society, a role which in essence is concerned with that complex interaction of the book and the reader. It is evident that a curriculum for the preparation of librarians that would meet Miss Jackson's specifications would have a substantial intellectual content, and that the measure of a student's achievement would be his ability to think and to bring to bear upon the problems of librarianship data for their solution.

The new program of the Division leading to the master's degree, which was initiated in 1948, was based largely on plans projected by Miss Jackson. When it was evident that nothing less than a complete revision of the curriculum was needed, Miss Jackson devoted what by rights was a free summer quarter to the preparation of a memorandum on the new trends in library education, with special reference to graduate study, which became the basis of faculty discussion and out of which developed the new curriculum. In connection with her contribution to library education, it is appropriate also to men-

tion the Southeastern Conference on Library Education, held in Atlanta in 1948, for which Miss Jackson served as program chairman. Participants in that Conference remember the well planned program which made it one of the significant conferences dealing with the new direction in library education.

Emory University feels confident of the future of its Division of Librarianship under the able guidance and leadership of Miss Jackson.

Miss Jackson received her A.B. from Barnard College, her A.B. in L.S. from the Library School of Emory University, and her M.S. from the School of Library Service, Columbia University. She has been a member of the staff of the Carnegie Library of Atlanta, holding positions that involved readers advisory service to boys and girls, young people and adults. She has been a member of the faculty of Emory University since 1936.

*Libraries and Librarians 1953*¹

By DAVID H. CLIFT

The year 1953 is a momentous one. Tension throughout the world is high. In Europe, people strive hard to find a road to recovery from one war while debating how best to prepare for the next. Behind the Iron and Bamboo Curtains, evil intentions threaten the free world.

In this country production mounts, the need for consumer goods grows with increased employment, people work shorter hours and more and more diversions appear to use up the leisure time. One national administration gives up its lease on the White House and another moves in. Men continue to go fishing and ladies continue to give attention, with that tenacious devotion of which they are capable, to the changing styles. Each year some team tries again to beat the Yankees. Best sellers come and go. We worry about flying saucers and taxes. And in this country, we strive for peace while unwillingly but with determination start again to become the arsenal of democracy. Throughout it all, the people clamor for peace and realize that there can be no real peace for a long time to come.

The American citizen is learning that anything can happen in this uneasy world. Just what, he is not sure. But he is certain of one thing; whatever it is, it is very apt to hit him right on the head. Consequently, there is today a deeper and more practical need and desire on the part of more and more persons for information and knowledge. People won-

der and people worry and they seek the words of men—wise and not so wise—to give them understanding and hope. Some of these words, many of them—they get in the staccato and brief news reports, the headline reporting that floods the air waves of the country. More and more they seek the considered analysis that comes from the distillation of thinking found in books. And for their books and other informational materials, the people are going more and more to the libraries of their communities.

Libraries always reflect the life of the nation and there has never been a time in the life of this nation when libraries were not important. That they and the service they render to communities are more important today than ever before is because we live in the most important and dangerous age that we have ever experienced.

Justice can certainly not be done to a survey of libraries and librarianship, as these exist today, in anything short of a treatise that would be beyond your most patient limits of endurance and certainly beyond my competence as your speaker. It may be worthwhile, though, to take a summary look, a capsule view, of trends in library service, of patterns of library development, and of the mind and the spirit of librarians in 1953. What libraries and librarians are today is the result of many forces operating over a long period of time and of many efforts on the part of librarians and laymen.

And perhaps the best time ever to evaluate librarianship—or any other

¹ An address delivered before the general session of the Georgia Library Association, St. Simons Island, October 22, 1953.

form of public service endeavor—is in terms of present-day accomplishments, with a mind attuned to, but not bound by, the past, and with a consciousness that what we do today will, in one way or another, have its effect upon the future. We build our better tomorrows today. Newton Edwards, writing in the *School Review* for October 1951, stated the obligation of schools and colleges as follows:

The concept that men can catch a vision of tomorrow's world and that they can pursue a course of action which will, in some degree, shape the future to their will is what makes education in our day an important instrument of social progress. It is perhaps not too much to say that, for this and the next generation, the most important obligation of our schools and colleges is to equip our youth with the values, the motivations, knowledge, and intelligence they will need in working out cooperatively the design of a better world.²

The case can be stated with equal conviction for libraries. It can perhaps be stated even more strongly for libraries because they are basic to the educational forces of the country, whether those forces be formal or informal.

When we look back over the development of libraries and library services during the past three-quarters of a century, we see quite clearly certain patterns which have followed closely the changing concepts of society and events of the world. First, looking at society in general we see that with the newer educational philosophies a child is taught many things which will equip him to lead a well-rounded adult life. We see that an individual living in the year 1953 needs to be well informed in order to be an intelligent citizen in this

complex world. The citizen of today is surrounded by communications of all kinds—books, films, newspapers, radio, television. He places a dependency upon these in order to shape his ideas and form his attitudes about world situations.

There is today an insistent urgency for cooperation among nations, a need for an interdependence in each other if we are going to survive. We must be informed, we must build better, we must have perspective, we must be intelligent about world issues in order to help in shaping the world and in so doing combat the destructive forces that seem to surround us.

What have libraries done to keep pace with these changed patterns of life and society? Are they still only the storehouses of knowledge, so characteristic of the 19th Century, or have they come out of the library walls to help men and women lead a more rounded, fuller life, and thus become more intelligent citizens? Are they helping to develop the educational theories of this century? What have been the patterns and trends in library service that have kept pace with the changing social order?

First and foremost has been the changing concept of the function of the library—whether that library is in a community, on a college campus, or in a school. But, before we think of function, we must look at the changed conception of education from the elementary level through high school and college and even after college.

Remembering that education of the whole man is essential, teaching thru books and other media is a continuing process. Curricula in colleges and universities are changing. Reading has become an essential part of the instructional program. Textbook teaching has given way to wide read-

2. Newton Edwards, "Education As a Social Instrument," *School Review* 59: 402, October, 1951.

ing assignments so that now students require access to quantities of books and periodicals. As the library has become closely integrated with the educational program of the college or school, it has become truly its heart and hub.

Not long ago the reader, the taxpayer if you like, was the neglected element in the library. He was required to be excessively silent. The No Smoking signs began about a block from the library door. Failure to return a book promptly, even though he was reading it and no one else cared one whit about seeing the volume, was a matter of some consequence which could be settled only through the outlay of some coin of the realm. In short, he was watched pretty carefully.

Today the reader is all important. His needs and his requirements and the extent to which these are met is one of the real justifications for the library.

It is for the reader that we establish divisional and undergraduate reading rooms in our colleges and universities. It is for him that we provide unhampered access to book collections and it is for him that we set up special study facilities. Audio-visual aids are brought into the library that his grasp of a problem may be sharpened and that his solutions may be more effective. The lighting is improved for his better concentration and air conditioning allows his efforts to be more sustained. We strive for expert staffs to guide him, organize operations to insure prompt and efficient service, work endlessly at simplifying the card catalog so that it meets his needs more simply and directly. For the reader, whether he be the casual reader, whether he is enforced by an assignment, or led by the compulsion of a

scholar, we build rich collections as practical collections. For the more progressive the library today, the more it centers its program around the reader's needs and interests.

The reader has come into his own, as far as library buildings are concerned. The monumental, memorial type which paid more attention to architecture and memory than to the needs of the reader is not exactly disappearing, for many of them are here to stay, but, certainly the newer ones are departing from the style of the old in haste and without sorrow.

The change in library buildings over the past ten years has been outstanding. "From the educational point of view, modular planning, dry construction, and new methods of air conditioning and lighting have produced a type of building which is sufficiently flexible to accommodate a variety of new services and to be readily modified as educational needs change. On the other hand, they succeed, with only gestures towards monumentalism, to create a comfortable, informal, friendly atmosphere conducive to a pleasant study experience."³

Libraries are now built from the inside out, rather than from the outside in. A program of services to be given by the library is formulated and the library is built around these services.

Yes, the reader has become vastly important. He is more than a statistic now. The library building to which he now goes is often a delight; no longer does he have to blink when he comes out into the sunlight. The newer trends in library service—discussion groups, film forums, special exhibits, reading guidance, even TV

3. Raynard C. Swank, "The Educational Function of the University Library," *Library Trends* 1:45, July, 1952.

programs—all contribute not only towards bringing the reader more eagerly into the library but giving him better and more effective service once he gets inside. The business man is discovering that it is good business to know and to use the special services to business; his neighbor at the next table is also discovering that the library has much to offer to labor's interests; state governments are making increased use of legislative reference services. The research service of a scientific library gives the citizen the know-how to meet competition. There are special services and programs for teenagers and, at the other end of life, for what the Brooklyn Public Library calls Senior Citizens. The blind find special provision for them and the shut-ins have the library brought to them, and with it, new meanings for an otherwise greatly restricted life.

The reader finds that today's library provides information and assistance and recreation from many sources other than books. He finds films, recordings, pictures framed to borrow, maps of anywhere and everywhere, globes, charts, and posters. According to some late statistics, public libraries in the U. S. circulated in one month 55,929 16 mm. films which were shown to 2,945,330 persons—one/fifteenth of the population served by the libraries involved.

All types of libraries, in accordance with the community of users they serve, show many changing patterns in library development and service. A notable one, in the public library field, is in the area of adult education. Leisure time provides more readers. But it is not alone leisure that is sending more readers into the public libraries. There is that increasing desire for more information and for more knowledge. One of the signifi-

cant ways in which libraries are meeting this need is through a renewed part in the adult education activities of the community. I do not mean by this, service to the individual for that is, historically, a great service of the public library. The emphasis today is on service to groups. Programs of this nature are typified by the Great Books Program and the American Heritage Discussion Program. The latter is especially significant for two things; it is significant of the times and of the part which libraries are playing in meeting the needs of our times. The American Heritage Programs are adult discussion groups, operating through the Public Library, in which the historic political principles of our country are studied and discussed and applied to present-day problems.

Georgia is contributing especially to this important demonstration project. The American Heritage programs in Georgia are among the best developed from two particular points of view. Your leaders in the project have, from the beginning, developed the American Heritage groups by first talking with library boards in each community. The support, thus obtained, has made it a truly community project in each case. Local support of the program has been sound. Secondly, Georgia experimented this past year with having all librarians who were to administer American Heritage discussion groups attend the leadership training sessions so they would be familiar with leadership skills and be in a position to both supervise and help the discussion leaders. This year Georgia will have a new venture in American Heritage with the development of five or six young adult discussion groups. These groups will recruit members from out-of-school young people

whose interest in the adult community is at its very beginning.

Today it is accepted that the functions of the public library in "adult education are at least these: (1) furthering of self-education, (2) providing materials and information service for the informal educational enterprises of the community, and (3) acting as exhibit centers of community development. Disputed, but fairly well established in larger libraries, are the following: (4) program planning for community groups; and (5) sponsorship of book-based discussions, special classes, film forums, concerts and lectures."⁴ Neither within the profession nor outside can agreement be found with the "suggestions that the public library should also (6) assume leadership in the establishment and maintenance of a diversified program of informal adult education in the community, and (7) mobilize its resources for the identification and realization of desirable avenues for social change."⁵ Since the public library is becoming more and more vigorous, it seems that the trend will be in the direction of the last two. Even though the tasks may not yet be wholly wanted, they are thrust upon librarians by the temper of the age and the traditional position of the public library.

The young adult's need for a place, neither school nor home, where he can discover facts and learn of the dreams of others, has been recognized by a growing number of municipal libraries, in their addition of young people's librarians and their establishment of young people's departments. Tensions which affect all of us deeply may have an even greater influence on today's youth. Municipal

libraries with youth services aid young people to adapt to the problems facing them.

In the public libraries which are fortunate enough to have children's librarians, the long tradition of individualized and group reading guidance continues to make its imprint on the lives of the many children who use the library. The age of children who are affected by these services is broadening. Preschool story hours have become unforgettable and valuable experiences for boys and girls in many communities. Children's librarians are working increasingly with parents and other adults through parent education programs and especially in giving adults a background knowledge of children's books and reading guidance.

In the college and university library field, it seems to me that one of the great patterns of development is in the important area of cooperation. Examples are the Farmington Plan, started by the Association of Research Libraries in 1948, which has for its objective the procurement of one copy of every important foreign publication for some American library with this recorded in the National Union Catalog in the Library of Congress and with subject fields divided among the participating libraries.

The Midwest Inter-Library Center, which opened late in 1951, is another highpoint in library cooperation. The Center is more than a storehouse for the less-used books of the fifteen participating libraries. It produces economies, but more than that it increases the educational resources available to the member institutions. More than just storage of commonly owned materials, it also is developing a planned acquisition program for the benefit of the members. For the

4. C. Walter Stone, "Adult Education and The Public Library," *Library Trends* 1:450, April, 1953.

5. *Ibid.*, p. 451.

Middle West and also for the nation, the center will soon become a great source of research strength.

Authorities have observed that it is now clear that cooperation in this and other areas is not merely desirable; it is feasible and on a large scale, as proved by experiences in the last few years. Cooperative effort among university libraries is extensive, operates on many fronts and is one of the most significant trends in the development of university library resources.

No more than thirty years ago, the philosophy of school library service accepted two main functions as the most important: the purchase of books and reference materials and instruction in the use of the library. Then came the conviction that library materials and a skill in using these are only means to an end—that youth should be trained to reason, to think, and to make decisions based on reliable information.

Effective library service is a necessity in the school today. We librarians are not alone in this belief. Many school officials agree, and have spoken strongly on the subject. Walter D. Cocking, a leading educator has said, "A school, if it is to guide those who enter its doors, must be built about the library." Benjamin L. Smith, a North Carolina superintendent has said, "The Library is an indispensable part of the good modern school. About the only way we can reach the children in their fields of interest, at their level of achievement, according to their needs, is through the utilization of the school library." A former superintendent of schools in Chicago, now occupying a chair in Education at Harvard, Herold Hunt, has summed up the educator's view of the school library as follows: "He recognizes in it the hope of the school pro-

gram, the factor and the force that has the power to lift routine teaching to inspired heights."

This recognition is no temporary educational fad. It is the result of a need which can no longer be denied. The school library provides an opportunity for pupils to explore and investigate, and for each boy and girl, regardless of ability, to have access to the books which he can read and which bring him satisfaction. Some one has said that "learning takes stronger roots in a library than in any other environment." The classroom may be the corral but the library is the wide open range for children's minds. One textbook is no longer enough. The school library program, and the philosophy of thirty years ago, will no more fit the needs of today's schools than the teaching methods and materials of that time.

What then is effective school library service today? This involves: (a) boys and girls should be able skillfully, effectively and happily to use books and other library materials to enrich their class work, and to create, stimulate and expand their interests; (b) teachers should realize the services offered by the library, knowing its resources and knowing how to make the work in the classroom lead to and develop from the school library; (c) school officials should know what they can expect from the school library, and make it possible for the librarian to fulfill these expectations; and (d) a trained, enthusiastic and capable librarian should be on hand to co-operate with school officials, teachers, pupils and community agencies and to make the school library in reality a service agency, a teaching agency, a book center and a reading center.

The effectiveness of any school library is determined by the excellence

of four factors. They are: the library quarters, the collection of materials, the librarian and the program of activities.

Very special mention must be made of the elementary school library which is now playing much more of a role in the school. The elementary school library of today is pupil centered as well as curriculum centered. The library, in some respects, is the curriculum; at least it is an important part of the curriculum. Its books, magazines, films and picture files are essential to any adequate course of study. There is developing agreement on the part of librarians, teachers, principals, and school superintendents that the elementary school library must become more of a learning and teaching-material center, that it is called upon to make rapid strides in contributing more and more to daily classroom work.

When the development of state and federal library service is considered, we run into uneven patterns, but each shows a developing consciousness of a responsibility for the improvement and extension of library services to all the people.

In the sixty years required to establish state library extension agencies, from Massachusetts to Arizona, their growth has been uneven and sporadic . . . the pattern of state library service has changed from concern primarily with traveling libraries, meager supplements of local book funds, and aid in organizing libraries, to assistance in selecting librarians, establishing standards, demonstrating library service, and financial aid in making it adequate, and even to establishing regional centers as advocated in the *National Plan for Public Library Service*, or providing direct service where local resources are inadequate . . . The broadened concept of library service, with acceptance of the enlarged concept of state responsibility, has led to action by the states. The Missouri constitution, adopted in 1945, de-

clared it to be a policy to promote the establishment and development of free public libraries and to provide for their support. Other states have had similar provisions written into their basic library law during the last decade. Arizona was the last to establish a library extension agency, this in 1949, but it provided no funds for the program.⁶

A study of state library agencies is needed in order that proper and effective patterns of state library service may be discovered and the role of state more completely identified and accepted throughout the country. I believe there is good reason to believe that such a study will be made.

What responsibility does the Federal government have for the extension of library service to all the people? 30,000,000 citizens do not have access to a library and these are almost completely in rural areas. The argument that the Federal government can properly share this responsibility with the states has won acceptance by many members of the Congress. It is certain that this aid should be given only where need for assistance can be shown and it must not involve Federal control, and it should be on a matching basis. All of these elements are covered by the Library Services Bill which has again been introduced into both houses of the Congress.

The validity of the philosophy embodied in the Library Services Bill will be tested by the recently established Presidential Commission on Inter-Governmental Relations which will explore the whole question of federal aid, including the matter of whether federal aid should be extended to areas of need which are not now included. It is certain that the conclusions of this Commission will, if the need for good library service for all the people and not for

6. Paul Howard. "State and National Extension." *Library Trends* 1:485-6, April, 1953.

just some of the people is accepted, advance the extension of library services and help put books in the hands of all.

Library developments over the past one hundred years, particularly those of the 20th Century, and especially those of the last decade, are notable. Although much has been done, much remains to be accomplished if we are fully to realize the American tradition of equal educational opportunity for all. The standard of library support must be raised. Libraries must reach into rural areas. Existing library service must become increasingly community minded whatever that community may be. We must have more trained librarians. One of the greatest responsibilities to our profession and to the people it serves is to bring more and more promising young people into the practice of librarianship. We need to do some active and planned recruiting. This is an obligation that each of us can meet and help in many personal ways.

Books, improved library quarters, better services, adult education, more children in the school library—all these and others are essential contributions to society. But they are transcended by matters of the spirit and by the guarantee of freedom to have and to enjoy these in such measures as we can be provided.

The librarian of 1953 is concerned about that freedom and he is not alone in his concern. That the President of the United States felt it necessary to say "Don't join the book burners . . . don't be afraid to go in your library and read" is assessment enough of the gravity of the situation.

After deep and thoughtful consideration, the libraries in concert with the publishers of the country

have stated their convictions, more as Americans than librarians or publishers, in a statement which the *New York Times* characterized as deserving to rank—even though unofficial—with the great state papers of this nation. This joint statement, endorsed by the Council of the American Library Association on June 25, 1953, merits full repetition here.

THE FREEDOM TO READ is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subject to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only

one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that

freedom to read by making it possible for the reader to choose freely from a variety of offerings.⁷

After offering propositions of belief in the Freedom to Read, the statement concludes with these words:

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We believe that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.⁸

Coincident with the issuance of this statement, the President of the United States said in a letter to the President of the American Library Association, "The libraries of America are and must ever remain the homes of free inquiring minds."⁹

The issue here is no less than freedom itself. If the librarians had not taken the courageous stand they did, they would have been false to a great tradition of freedom; that the librarians and publishers did so speak may well become a bright chapter in the history of our uneasy times.

7. "The Freedom to Read: A Statement Prepared by the Westchester Conference of the American Library Association and the American Book Publishers Council, May 2 and 3, 1953." *ALA Bulletin* 47:481-2, November, 1953.

8. *Ibid.*, p. 483.

9. "The President's Letter." *ALA Bulletin* 47:297, July-August, 1953.



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PERSONAL

Evelyn Day Mullen, field librarian for the North Carolina Library Commission, has been appointed Director, Public Library Service Division, State of Alabama. She assumed her duties at Montgomery on June 14, succeeding Gretchen Knief Schenk, who served as acting director during the interim following the resignation of Lois Rainer Green on January 1. Miss Mullen is a graduate of Sweet Briar College and the School of Library Science of the University of North Carolina. She has had college, public, and Army library experience in addition to the work with the Commission in Raleigh.

Emily Miller Danton, who retired August 31, 1953 as Director of the Birmingham Public Library, is temporarily attached to the Alabama Public Library Service Division with the title of Executive Assistant. She is assembling facts and figures on Alabama counties and county libraries, leading to a blueprint for future library development in the State.

Mrs. Taska Hart Tyson, Librarian of the Kate Duncan D.A.R. School of Grant, is president of the Alabama Association of School Librarians, which is the new name of the former School Libraries Section of the Alabama Education Association.

Fant Thornley was appointed director of the Birmingham Public Library on September 1, 1953, being elevated from the Assistant Directorship.

Virginia Wolff, assistant editor of the *Library Journal*, visited in Southern Pines, North Carolina, during the spring and while there encountered her first experience with a bookmobile. Miss Wolff went with the bookmobile on some of its trips and was quite interested in that type of library service.

Mrs. Emma Horton Moore has retired after 54 years in the employment of the State of North Carolina, 46 of them at Appalachian State Teachers College at Boone. In 1920 she became the school's first full-time librarian and remained as head librarian until her retirement. She was succeeded by W. L. Eury.

Mrs. Mollie H. Lee, librarian of the Richard B. Harrison Library, Raleigh, was the principal speaker at an all-day meeting of the Association of North Carolina Library Clubs which was held in Durham on March 14. Earlier Mrs. Lee was named Woman of the Year for 1953 by the Omicron Zeta Chapter of Zeta Phi Beta Sorority. She received the award because of her activities as librarian and in the adult education program.

About 200 delegates from 75 high school library clubs in North Carolina met in High Point, April 2 and 3. Glenda Gobble of Boydon High School, Salisbury, was elected President.

Annie S. Porter, a pioneer in the development of county and regional service in South Carolina and in the Southeast, died on February 16. In 1920 she organized the Greenville Public Library and served as librari-

an for several years. Later, she organized county library service in Greenville and was the county librarian until her retirement in 1948.

Genevieve Chandler is the new librarian at the Georgetown (S.C.) Memorial Library. She holds the B.A. degree from Coker College and is a graduate of the School of Library Science of the University of North Carolina. Her previous experience includes a year with the Horry County Library and two years as library supervisor in Germany while a member of the U. S. Army Special Services.

Mrs. Ethel Means McFadden, assistant librarian of the Chester County (S.C.) Library, has been named Woman of the Year by the Chester Chapter of the Business and Professional Women. Mrs. McFadden has been on the staff of the Library for 29 years.

Mrs. Evelyn D. Morganthaler, an Emory graduate, has joined the staff of McKissick Memorial Library at the University of South Carolina as assistant reference librarian.

Ann Hill became professional assistant in the Fontana Regional Library on February 15. She received her A.B. degree from the University of North Carolina and her degree in library science from the University of Illinois. Before going to Fontana, Miss Hill had been field librarian with the U. S. Army Special Services in Germany.

William O. Steele, Chattanooga author of children's books, was the guest speaker at the luncheon meeting of the Library Section of the Tennessee Education Association on April 9.

Mrs. Judy LaNier Ballard, formerly librarian of the Community High School of Carbondale, Illinois, joined

the staff of the Chattanooga Public Library on February 15.

Kenneth Duchac, director of the Kingsport Public Library, served as a judge for the Golden Reel Film Festival in Chicago on April 1-3. The festival was sponsored by the Film Council of America.

LaRue McKenney was appointed librarian of the Farmville (N.C.) Public Library on March 1.

Helen Thompson, formerly librarian of the Anson County (N.C.) Library, became librarian of the Scotland County Library, Laurinburg, on May 1.

Hensley C. Woodbridge, librarian of Murray State College, has been elected as one of the two American members of the Sociedad de Estudios Madrileños in Madrid, Spain. The Society will publish his study of Madrid as a place name in the United States.

Oliver T. Field has been appointed chief of the Catalog Branch of the Air University Libraries, Maxwell Field Air Force Base, Montgomery, Alabama.

Catherine Tysinger has been appointed head cataloger of the Washington and Lee University Library, Lexington, Virginia.

Ray Howland is librarian of Armstrong College at Savannah, Georgia. He formerly served as circulation librarian of the Atlanta Division of the University of Georgia.

Jane McDaniel has been appointed librarian of Peace College in Raleigh, North Carolina.

Louise Meredith, Library Supervisor of the Tennessee Department of Education, delivered an address at the meeting of the Mississippi Education Association on March 19.

Mrs. Almeyda B. Cole is librarian of the Rowland Medical School at the University of Mississippi. She is a

graduate of Mississippi State College for Women and previously served as librarian in a number of high schools.

Mrs. Louise K. Thompson is the new Curator of the Mississippi Collection in the University of Mississippi Library. She was formerly librarian of the Oxford Elementary School.

Robert Bullen joined the Mississippi State College Library staff on January 1 as serials librarian. Mr. Bullen is a native of Vicksburg and has the B.A. from Millsaps College and the M.A. in Library Science from Emory University. He has worked in the libraries of the Waterways Experiment Station at Vicksburg and the Atlanta Division of the University of Georgia.

Sibyl Hanna, children's librarian of the Jackson (Mississippi) Public Library, led a group discussion on books for children at the organizational meeting of the Mississippi Pre-School Association, which was held in Jackson last January.

Dr. W. Stanley Hoole, librarian of the University of Alabama, was awarded the honorary degree of Doctor of Letters (Litt.D.) June 7, 1954, by Wofford College for his "distinguished leadership in the field of scholarship and librarianship."

Visiting instructors at Florida State University's Library School this summer include Louise Galloway, Supervisor of School Libraries, Kentucky State Department of Education, and Margaret Sewell, Librarian, Mirror Lake Junior High School, St. Petersburg, Florida.

Sara Bell, Materials Supervisor, Bay County, Florida Schools, is the new president of the Florida Association of School Librarians.

Frances Hatfield, Materials Supervisor, Broward County, Florida Schools, was chairman of the Materials Fair for her county on May 10, 11.

The fair was a huge success, exhibiting all types of instructional materials and attended by approximately 500 teachers and parents. Margaret Strassler, Materials Supervisor, Monroe County Schools, Florida, came to the fair from Key West and plans one for her county next year.

Miss Runjuan, from Thailand, is a student at Florida State University's Library School studying to be a school librarian. She will be responsible for teaching school library service on her return to Thailand.

Recent graduates of Florida State University who will be librarians in Florida schools next year include: Joan Von Dohlen, Kathryn Carey, Martha Sanders, Lucille Smith, Evelyn Frederickson, Jean Robinson, Mrs. Aleyone Bradlye, Mrs. Harriet Andrews, Mrs. Doris Cox, Mrs. Lucille Leslie, and Irene Williams.

Mrs. Mary Emma Smith of Yazoo City High School has just been elected president of the school librarians of Region V in Mississippi.

BUILDINGS

The new Carriher-Link-Black Library at Catawba College, Salisbury, North Carolina, was informally opened last November 17. Built at a cost of \$400,000 the new structure is of Gothic exterior combined with modern functional interior design. It was planned by the local architectural firm of John Hartlege and Associates. Space is provided for 149,000 volumes and is capable of servicing a student body of 900 to 1,000. Consisting of three floors, including a basement, the building is 182 feet in length and 73 feet in width.

The new brick building housing the George H. and Laura E. Brown Library in Washington, North Carolina, was opened to the public on December 7, 1953. The library was con-

structed at a cost of \$100,000 and was left as a memorial by the Browns to the city of Washington.

The new library which is being constructed at a cost of \$900,000 at East Carolina College, Greenville, North Carolina, is nearing completion.

The new Central Park Branch of the Birmingham Public Library has several outstanding features, among them being that it is thoroughly modern in design and it is the first public library in Alabama to include complete air conditioning in the original plans. The building contains 3,974 square feet including the entrance porch, cost \$60,912, has a book capacity of 177,500 volumes, and was completed in October, 1953.

The North Carolina State Supreme Court has ruled that the city of Charlotte and Mecklenburg County may cooperate in a \$1,600,000 program of library expansion. Associate Justice R. Hunt Parker wrote the opinion of the court upholding the constitutionality of the plan for the city and county to issue \$800,000 each in bonds to finance the program.

The formal opening and dedication of the High Point (N.C.) Public Library was held Sunday, April 4.

The Calhoun County (S.C.) Library opened its new building March 13. The building is the result of a complete rebuilding and renovation of one of the handsome old residences in St. Matthews. It is equipped with period furniture and much use has been made of color throughout the building. The building includes space for the Calhoun County Historical Commission with separate entrance and work area. The county library quarters contains reading rooms for adults and children, a reference area, a small auditorium and a fully equipped kitchen.

The De Kalb Street Branch of the Kershaw County Library of Camden, South Carolina, was formally opened on March 7. The new building is the result of the work of the Commission of the De Kalb Street Branch and of many interested citizens. It is of red brick and provides reading rooms for both children and adults as well as a commodious workroom and a storage area.

Newberry College has completed a new library building at a cost of \$180,000. It is of brick and concrete construction with two main floors and three levels of stacks. The reading room accommodates one hundred students and a reading lounge seats twelve. The stack space is adequate for several years of book growth. Rooms have been provided for ample storage. Conference rooms, a music and microfilm room, the librarian's office, and work rooms complete the first floor. The basement contains stacks, storage room, a vault, and a large assembly room for faculty or board meetings.

The new library of Transylvania College was dedicated on April 23. The dedication coincided with the commemoration of the 175th anniversary of this oldest of all midwestern institutions, and it was attended by such notables as President Eisenhower, Alben W. Barkley, and Albert B. Chandler.

Bids have been let for a new library for the Virginia Polytechnic Institute, with a completion date of June 30, 1955. The building will cost \$2,000,000 and will have a book capacity of nearly 1,000,000 volumes and seating for 1,000 readers.

The new library at Northwest Mississippi Junior College in Senatobia was occupied last November. The building contains a reading room with a capacity of 138, three conference

rooms, a lounge and an audio visual room.

The University of Alabama's new College of Education Library, recently completed, was opened for use at the beginning of the 1954 Summer School session. The building, completely air-conditioned, seats 225 readers, accommodates 100,000 volumes, and has 26 individual study spaces for advanced graduate students.

THIS AND THAT

With the recent publication of Frank Durham's *DuBose Heyward: The Man Who Wrote Porgy*, the University of South Carolina Press innovated a valuable feature in its books. The verso of the title page contains a biographical sketch of the author and a few words about the book. Inasmuch as biographical data about many authors are hard to find, this new feature should prove to be of much value. It is to be hoped that other publishers will adopt this idea.

A library workshop for school librarians will be held at Winthrop College from July 21 to August 10.

The Library Recruitment Day meeting of 200 Catawba County student librarians, held at the new Fred T. Foard High School in March, 1954, was another first in North Carolina education. Consultants from eleven different fields of librarianship and representatives from library science training institutions met with small groups of interested students and discussed their own particular fields of work. At the close of the general session Vernelle Gilliam, Librarian of the Boyden High School Library, spoke to the group on "Librarianship as a Career." She concluded with this thought: "When you choose a career in librarianship you

choose one of the most interesting and challenging careers I know about. If you have the necessary qualifications and are interested in this profession, I challenge you to become a librarian and to join the many who are enthusiastic about their work."

The following excerpt from the South Carolina State Library Board, 1952-53 shows gratifying progress during the first ten years of the Board's existence.

When the office of the State Library Board was established in 1943, a program of public library extension and improvement was immediately undertaken. Emphasis was put on the extension of service to unserved areas. Standards were adopted which would insure the wise use of State Aid funds and encourage libraries to improve their services to the people. Thirty-nine county libraries, which by July 1, 1953, will be serving the people in all but seven of the State's forty-six counties indicate the success of this program of library extension. Library service has been extended to 526,425 more South Carolinians than enjoyed this service in 1943. The book stock of public libraries has grown from 620,500 in 1943 to 1,255,578 in 1953. The circulation of books from public libraries has grown from 3,726,222 in 1943 to 5,157,217 in 1953. Public library income has increased from \$274,373 in 1943 to \$922,622 in 1953. Per capita expenditure for public library service has increased from fourteen cents in 1943 to forty-four cents in 1953. Public libraries are better housed and better equipped than ever before. In the ten year period 28 new or renovated public library buildings have been opened; the county and regional libraries are operating forty-two modern and well designed bookmobiles to carry public library service into even the most remote rural areas.

More than 40 school librarians in Florida sponsored the annual camp for the Florida High School Library Council in Leesburg on May 14, 15, 16 with an attendance of 250. Florida

State University was represented by 20 people, including faculty and students.

The second state meeting for student library assistants will be held in Jackson, Mississippi, November 6, 1954.

A school library workshop, at which Sybil Baird will be consultant, is scheduled for July 26-30 at Mississippi Southern College.

Two officers of the Mississippi Association of School Librarians will go to Europe this summer. Mary Joan Finger, President, will go by boat and Glida Bethea, Vice-President, will fly.

At the annual Kentucky Education Association meeting in April, 1954, the Kentucky Association of School Librarians held two program meetings. One of these was devoted to a discussion of the question "Do the Present Preparation-Certification Requirements for Kentucky School Librarians Meet Existing Needs?" The present study of the certification requirements was the impetus for this meeting. The second program was a luncheon meeting attended by approximately 100 people. "Some Windows for Young Americans" was the subject of the critical discussion of books which was ably presented by Priscilla Lantz, Acting Head, Department of Library Science, College of Education, University of Tennessee, Knoxville.

During the annual Kentucky Education Association meeting, officers of the Kentucky Association of School Librarians were elected for the year 1954-55. President, Thelma Sloan, Manual High School, Louisville; Vice-President and President Elect, Ruby Trower, Lafayette High School, Lexington; Secretary, Mrs. Ruth Blazier, Mt. Vernon Public Schools, Mt. Ver-

non; Treasurer, Mrs. Elizabeth Crawford, Bloomfield School, Bloomfield.

During July a group of 20 Virginia librarians and teachers plan to meet in Richmond for three weeks and revise the 1937 edition of the *Library Manual for Virginia Public Schools*.

Longwood College (Virginia) is offering a workshop (Library Science 364) for school librarians and teachers from July 5 to July 23 and will carry 3 semester hours credit. The subject is "Cooperation Among Administrative Officers, Teachers and Librarians." Mrs. Jane Hobson, School Library Consultant in New Jersey will conduct the workshop.

The number of certificated librarians in Virginia public schools increased from 434 for 1952-1953 to 463 during 1953-1954. This increase was almost entirely in elementary libraries.

Dr. HOOLE REPORTS that since the appearance of the notice about the Southern Association's Second Revised Edition of the *Classified List of Reference Books and Periodicals for College Libraries* in the Winter, 1953 issue of the *Southeastern Librarian*, committees have been formed and work has gone ahead on schedule. The following committees have been appointed. Advisory Committee: Guy R. Lyle, Louisiana State University; Gilbert Govan, University of Chattanooga; and Louis Shores, Florida State University. Reference Committee: Donald E. Thompson, Chairman, Mississippi State College; Joe W. Kraus, Madison College; Hazel Baity, Meredith College; and Vivien Lawson, University of Alabama. Periodicals Committee: Edna H. Byers, Chairman, Agnes Scott College; J. Isaac Copeland, Peabody College for Teachers; Herbert Hucks, Wofford College; and Roberta Moss, University of Alabama.

The Reference and Periodicals Committees have met and are now in the process of preparing their revised lists. It is hoped that the work

will be completed by early summer and that the finished book may be placed in the hands of librarians by or before September, 1954.

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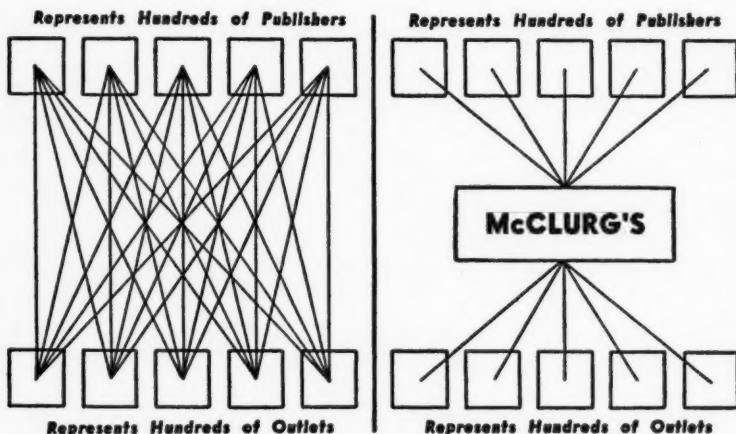
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